

Millsaps College Bulletin

VOLUME 39

FEBRUARY, 1955

NUMBER 6

Published Monthly During The College Year By
MILLSAPS COLLEGE IN JACKSON, MISS.

Entered As Second Class Matter, November 21, 1916 at the
Post Office in Jackson, Miss., under the Act of Congress



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MILLSAPS COLLEGE BULLETIN

Summer Session 1955

FIRST TERM

June 4--July 9

SECOND TERM

July 11--August 12

JACKSON, MISSISSIPPI

CALENDAR

First Term

June 4 _____ Registration
 June 6 _____ Classes Begin
 July 4 _____ Holiday
 July 9 _____ Final Examinations

Second Term

July 11 _____ Registration of new students and classes begin.
 Aug. 12 _____ Final Examinations

Admission—on Registration

High school graduates should supply a transcript.

Students entering Millsaps for the first time and planning to spend the summer only should provide a statement of eligibility from the dean or registrar of the school last attended.

Students who wish to have credit for work earned in Millsaps College Summer School transferred to another college must file a written request for a transcript in our Registrar's office before the transfer of credit will be made.

Schedule Changes

All courses listed will be taught, but the College reserves the right to withdraw a course if there is insufficient registration (less than 5) or to change instructors if necessary.

Students are expected to be present for each class session. Unexcused absences in excess of three in each class will result in partial loss of credit.

Students enrolled in the summer session are eligible to take the selective service test for postponement of military service.



FEES and EXPENSES

Registration, each term _____ \$5.00
 Library, each term _____ \$3.00

TUITION

Four semester hours or less, each hour _____ \$10.00
 Five semester hours or more _____ \$50.00

LABORATORY FEES

Biology 31-32 _____ \$4.00
 Biology, all other (except 52, 91, 92, 101) _____ \$6.00
 Chemistry 21-22 _____ \$7.50
 Chemistry, all other (except 82) _____ \$10.00
 Economics 31-32 _____ \$6.00
 Geology _____ \$7.50
 Physics 11-12, 11A-12A, 21-22 _____ \$7.50
 Physics, all other (except 31-32) _____ \$10.00
 Psychology 21, 71 _____ \$3.00
 Psychology 61 _____ \$6.00

DORMITORY FEES

Room, each term _____ \$12.50
 Board, each term _____ \$30.00

SUMMARY of EXPENSES

Day Students	1 5-Week Term	2 5-Week Terms
Registration _____	\$ 5.00	\$ 10.00
Library _____	\$ 3.00	\$ 6.00
Tuition _____	\$ 50.00	\$100.00
Total for day students _____	\$ 58.00	\$116.00
Dormitory students additional		
Room _____	\$ 12.50	\$ 25.00
Board _____	\$ 30.00	\$ 60.00
Total for dormitory students _____	\$100.50	\$201.00

No scholarship or reduction in tuition or fees made for the summer session.

Board is provided in the College Cafeteria located in Galloway Hall.

LIBRARY

Regular library services will be provided in Murrah Hall. It is expected that some air-conditioned space will be available for study purposes in the new Millsaps-Wilson Library.

SCHEDULE OF CLASSES

Course 7:30-9:00	Term and Sem. Hrs.		1st-hrs. 2nd-hrs.		Description	Room	Instructor
*Biology	21	3	22	3	General Zoology	SH-23	Brett
*Chemistry	21	4	22	4	General Inorganic	SH-011	James
Chemistry	31 (1)	4	32 (1)	4	Organic	SH-17	Price
*Economics	12	3	11	3	Economic Geography — Introduction to Business	M-29	Zumbro
Economics	21	3	22	3	Economic Principles and Problems	M-27	Wallace
Education	31	3	32	3	High School Meth. — Prin. of Secondary Edu.	SH-01	Haynes
English	21	3	22	3	English Literature	M-211	White-Morehead
French	11	3	12	3	Intermediate French	M-21	Craig
*Geology	11	3	12	3	Physical Geology — Historical Geology	SH-016	Priddy-Johnson
German	11	3	12	3	Intermediate German	M-22	
*History	21	3	22	3	U. S. History Before 1860 — After 1860	M-10	Moore
Latin	11	3	12	3	Intermediate Latin	CC-21	Coullet
*Mathematics	11	3	12	3	Algebra — Trigonometry	SH-03	Reynolds
Philosophy	11	3	22	3	Introduction to Phil. — Logic	CC-25	Fleming
*Physical Edu. Men	Time to be arranged				Gym		Bartling
*Physical Edu.	21	1	22	1	Golf	Gym	Bartling
Physical Edu.	61	3			Physical Edu. for Elem. Grades	Gym	Smith
Psychology	11	3	12	3	General Psychology	SH-14	Carruth
Religion	51	3	52	3	Church and Society — Christianity and Science	CC-27	Wroten
Sociology	11	3	12	3	Principles of Sociology	M-24	Dillingham
Spanish	11	3	12	3	Intermediate Spanish	CC-4	Sanders

9:05-10:35

Biology	101	3	71	3	Hygiene — Special Problems	SH-23	Brett
Chemistry	31 (2)	4	32 (2)	4	Organic	SH-17	Price
Chemistry	61A	4	71	4	Pre-Medical Physical — Quantitative Analysis	SH-011	James
Economics	31	3	32	3	Introduction to Accounting	M-27	Wallace
Education	161	3	141	3	Arith. for Elem. Grds. — Science for Elem. Grds.	SH-03	Ritchie-Power
*English	11	3	12	3	Composition and Rhetoric	M-24	Morehead-Bissard
English	81	3	82	3	American Literature	CC-4	Goodman
Geology	21	3	22	3	Mineralogy — Economic Geology	SH-016	Priddy-Johnson
History	51	3	52	3	Problems in Modern History	M-10	Moore
History	111	3	112	3	History of England	M-22	Laney
*Latin	A1	3	A2	3	Elementary Latin	CC-21	Coullet
Mathematics	21	3	22	3	Plane Analytic Geom. — Solid Analytic Geom.	SH-01	Reynolds
Philosophy	12	3	11	3	Ethics — Introduction to Phil.	CC-25	Fleming
*Physical Edu.	31	1	32	1	Tennis	Gym	Smith
*Physics	11	3	12	3	General Physics	SH-11	Galloway
*Physics	11A	4	12A	4	General Physics	SH-11	Galloway
*Physics	21	1	22	1	(See Laboratory Schedule below)	SH-11	Galloway
*Political Sci.	21	3	22	3	American Gov. — State and Local Gov.	M-21	McIlvenna
*Religion	11	3	12	3	Old Testament — New Testament	CC-27	Wroten
Religion	81	3	82	3	Program of Town and Country Church — The Pastor	CC-24	Anding

10:40-12:10

Economics	31		32		Accounting Laboratory (Tues. and Thurs.)	M-27	Wallace
Economics	72	3	91	3	Business Management — Prin. of Insurance	M-24	Zumbro
Education	22	3	21	3	Human Growth and Develop. (Same as Psych. 31) — Educa. Psych.	SH-03	Haynes
Education	171	3	151	3	Children's Literature — Social Sci. for Elem. Grds.	SH-011	Power
English	21	3	92	3	English Literature — Short Story Analysis	CC-4	Goodman
English	111	3			Writers of Western World	M-211	White
*History	11	3	12	3	Western Civilization to 1660 — After 1660	M-10	Laney
Mathematics	31	3	32	3	Differential Calculus — Integral Calculus	SH-01	Knox
Philosophy	41	3	52	3	Philosophy of Religion — American Philosophy	CC-25	Bergmark
Physical Edu. Men	To be arranged				Gym		Bartling
Physics	81	1			Photography (To be arranged)	SH-11	Galloway
Political Sci.	111	3	114	3	Contemporary Amer. Foreign Policy — Contemporary World Problems	M-21	McIlvenna
*Religion	11	3	12	3	Old Testament — New Testament	CC-24	Anding
Sociology	91	3	52	3	American Minorities — Marriage and the Family	M-22	Dillingham
Music	See Belhaven College Schedule						

LABORATORIES

Monday	Tuesday	Wednesday	Thursday	Friday
1:30-4:30				
Biol. 21-22	Biol. 21-22			
Physics 11-12		Physics 11-12		
11A-12A		11A-12A		
Physics 81 (To be arranged)	Physics 21-22		Physics 21-22	
1:30-5:30				
Chem. 21-22	Chem. 21-22	Chem. 61A-71	Chem. 61A-71	
Chem. 31(1)-32(1)	Chem. 31(1)-32(1)	Chem. 31(1)-32(1)		
		Chem. 31(2)-32(2)	Chem. 31(2)-32(2)	Chem. 31(2)-32(2)
Geol. 11-12		Geol. 21-22		

Gulf Coast Research Laboratory courses recognized for full credit.

Summer Institute of Alcohol Education, to be held July 11-22, will be announced in special bulletin.

*Courses open to freshmen.

Classes meet daily Monday through Saturday.



FACULTY

ANDING, ROBERT E., B.D., Assistant Professor of Religion, Millsaps College

BAINBRIDGE, F. W., II, Ph.D., Coordinator, The Psychological-Educational Clinic, Jackson

BURNS, JOSIE A., M.A., Chief Psychiatric Social Worker, Child Guidance Center, State Board of Health, Jackson

CAIN, VASHTI ISHEE, M.A., Supervisor, Narcotic Education, State Department of Education, Jackson

CLARK, LELIA B., B.A., Executive Secretary, Temperance Board, Mississippi Methodist Conference

CORBAN, EMMA RUTH, M.A., Department of Sociology, Meridian Junior College, Meridian

CALLOWAY, CHARLES, B.S., Forest Hill High School

CLARK, R. C., B.D., Pastor, Capitol Street Methodist Church, Jackson

DAY, C. M., Th.M., Mississippi Church Council, Jackson

DAY, DOROTHY, M.A., Psychologist, Child Guidance Center, Jackson

ENGEL, MIKE, B.D., Rector, Episcopal Church, Canton, Miss.

EZELLE, MRS. R. L., State President, Woman's Christian Temperance Union, Jackson

FERGUSON, JAMES S., Ph.D., Dean and Professor of History, Millsaps College

FLEMING, N. BOND, Ph.D., Professor of Philosophy, Millsaps College

GALLOWAY, D. V., M.D., Director, Division of Maternal and Child Health, Jackson

GREGG, JOHN E., LL.B., Executive Director, Mississippi Manufacturers Association, Jackson

HULAN, ROY, B.D., Pastor, First Christian Church, Jackson

JAQUITH, W. L., M.D., Director, Mississippi State Hospital

LYELL, G. GARLAND, Jr., LL.B., City Prosecuting Attorney, Jackson

MADDOX, GEORGE L., Jr., M.A., Assistant Professor of Sociology, Millsaps College

McCHAREN, TRAVIS, M.A., Director, Vocational Rehabilitation, Jackson

McCRACKEN, JAMES E., Ph.D., Dean of Students, Millsaps College

NISBET, JAMES A., B.D., Regional Director, Synod of Christian Education, Jackson

PANKRATZ, D. S., M.D., Dean, School of Medicine, University of Mississippi

PRICE, JOSEPH B., Ph.D., Professor of Chemistry, Millsaps College

ROBERTS, EDNA R., R.N., M.S., Assistant Professor of Nursing, School of Medicine, University of Mississippi

SCHMID, O. A., M.D., Psychiatrist, Director of Schmid Sanitarium, Jackson

THOMAS, EARL T., B.A., Attorney, Jackson

WALLACE, ELBERT S., Ph.D., Professor of Economics, Millsaps College

WESTBROOK, MRS. RONDO A., Chairman, Jackson Committee on Alcoholism, Jackson

WILKINSON, GENE A., Traffic Bureau, Jackson Police Department, Jackson

WILLIAMS, JACK, B.D., Pastor, Methodist Church, Goodman, Mississippi

VAN LANDINGHAM, DAVID J., M.D., Physician, Jackson

Millsaps College Bulletin

VOLUME 29

APRIL, 1955

NUMBER 8

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ENTERED AS SECOND CLASS MATTER NOVEMBER 21, 1916, AT THE POST OFFICE
AT JACKSON, MISS., UNDER THE ACT OF CONGRESS OF AUGUST 24, 1912.



SUMMER SCHOOL of ALCOHOL STUDIES

MILLSAPS COLLEGE
Jackson, Mississippi

JULY 11 – JULY 22, 1955

Director
DR. J. E. McCRACKEN
Millsaps College

Millsaps College Bulletin



... Medical Treatment



... Mutual Assistance (AA)

• Summer School of Alcohol Studies •

Millsaps College

JULY 11 — JULY 22, 1955

PURPOSE: To promote better understanding among citizens whose work or interests bring them in contact with issues related to consumption of alcoholic beverages. The presentations, discussions, and laboratory sessions will emphasize involvement of the total community as well as the individual, himself, in problems resulting from alcohol consumption.

REGISTRATION: 8:30 - 9:30 a. m. at Millsaps-Wilson Library

CREDIT: Enrollment may be either for 3 semester hours of undergraduate credit or on a non-credit basis.

FEES: Tuition and Matriculation\$30.00

Room and Board 15.00

SCHOLARSHIPS: Applications for scholarships should be forwarded to the Director of the School, Dr. J. E. McCracken, Millsaps College.

ACCOMMODATIONS: Housing and boarding facilities are available on the campus. Students are asked to furnish their own sheets and towels.



... Educational Advancement



... Legal Action

P R O G R A M

Unit I

Monday, July 11

8:30- 9:30 a. m.—Registration
 9:30-10:00 a. m.—Welcome Ferguson
 10:00-11:00 a. m.—Magnitude of the Alcohol Problem Cain
 2:00- 4:00 p. m.—Metabolism of Alcohol Price
 7:30- 8:30 p. m.—Psychological Effects of Alcohol Bainbridge
 8:30- 9:00 p. m.—Alcohol and Human Body (film) Cain

Tuesday, July 12

9:30-11:00 a. m.—History of Drinking in Different Cultures Maddox
 2:30- 3:00 p. m.—The Learning Process (film) McCracken
 3:00- 4:00 p. m.—Motives for Drinking Maddox
 7:30- 9:00 p. m.—Discussion

Wednesday, July 13

9:30-11:00 a. m.—Personality Development D. Day
 2:00- 4:00 p. m.—Alcoholism, Nature and Extent Galloway
 7:30- 9:00 p. m.—Laboratory (Trip to Alcoholic Ward, State Hospital) Jaquith

Thursday, July 14

9:30-11:00 a. m.—Phases in the Development of Alcoholism Fleming
 2:00- 4:00 p. m.—Alcoholism, A Public Health Problem Galloway
 7:30- 9:00 p. m.—Panel: Medical Treatment of the Alcoholic—(Laboratory Session)
 Chairman Pankartz
 Roberts, Schmid

Friday, July 15

9:30-11:00 a. m.—The Community and The Alcoholic
 Chairman McCracken
 Social Case Worker Burns
 Vocational Rehabilitation McCharen
 Family Westbrook
 Clergy Williams
 Courts Lyell
 Alcoholics Anonymous A A Member
 Medical Program Van Landingham
 2:00- 4:00 p. m.—Panel: The Clergyman and the Alcoholic
 Chairman Fleming
 Hulan, Engel, C. M. Day, Nisbet
 7:30- 9:00 p. m.—Open Meeting of A A (Laboratory Session)

Unit II

Monday, July 18

9:30-11:00 a. m.—Alcoholic Beverages and Economics Wallace
 2:00- 3:00 p. m.—The Problem in Industry Gregg
 3:00- 4:00 p. m.—Drinking and American Youth McCracken
 7:30- 9:00 p. m.—Alcohol and Traffic Wilkinson
 Laboratory — Police Department

Tuesday, July 19

9:30-10:15 a. m.—Systems of Control Ferguson
 10:25-11:00 a. m.—Legal Control in Mississippi Thomas
 2:00- 3:00 p. m.—Philosophy of the Temperance Movement Ezelle
 3:00- 4:00 p. m.—Panel: Mississippi Agencies (Philosophy and Objectives)
 Chairman C. M. Day
 Church Council Lelia B. Clark

Department of Education Cain
 State Hospital Jaquith
 Jackson Committee on Alcoholism Westbrook
 Alcoholics Anonymous R. B.
 7:30- 9:00 p. m.—Methods and Procedures of Alcohol Education
 Chairman Cain
 Senior College Price
 Junior College Corban
 High School Calloway

Wednesday, July 20

9:30-11:00 a. m.—Laboratory—Evaluation of Materials for Alcohol Education Cain
 2:00- 3:00 p. m.—Services of Mississippi Church Council C. M. Day
 3:00- 4:00 p. m.—Alcohol Education in the Local Church R. C. Clark
 7:30- 8:30 p. m.—Discussion Period
 8:30 p. m. Social Hour

Thursday, July 21

9:30-10:15 a. m.—Ethics and Drinking Fleming
 10:15-11:00 a. m.—The Art of Wholesome Living Anding
 2:00- 4:00 p. m.—What Can I Do In My Local Community? Students
 7:30- 9:00 p. m.—Film (Attendance Optional)

Friday, July 22

9:00-10:00 a. m.—Evaluation of Course Students and Staff
 10:30-12:00 Noon—Examinations

MILLSAPS COLLEGE

*president's
report*

at mid-year

1954-55



MILLSAPS COLLEGE

*president's
report*

at mid-year

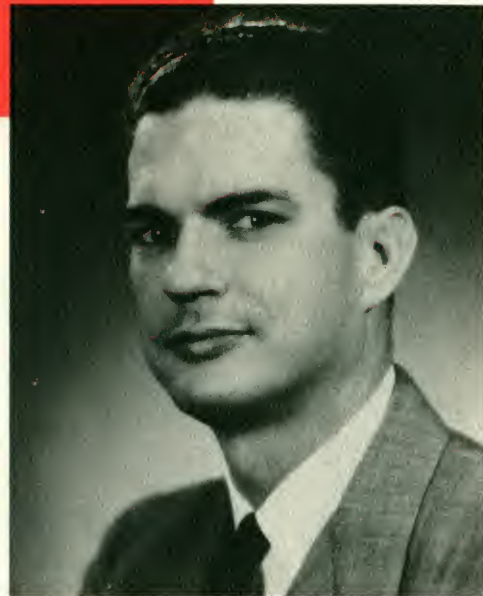
1954-55

Jackson, Mississippi

Millsaps College founded in 1891 is an educational institution of higher learning supported by the Mississippi and North Mississippi conferences of the Methodist Church.

H. ELLIS FINGER

president of Millsaps College



Dr. Finger came to Millsaps College July 1, 1952. He holds a B. A. Degree from Millsaps College, Cum Laude; a B. D. from Yale University, and a D. D. from Centenary College.

He has served as a teacher of high school mathematics, Aberdeen, Mississippi, 1937-38; minister of the Coldwater, Mississippi, Methodist Church, 1941-43; Chaplain, USNR, 1943-46; minister, Oxford-University Methodist Church, 1946-52; Delegate, 8th Ecumenical Conference of the Methodist Church, Oxford, England, 1951; Delegate, General Conference of Methodist Church, San Francisco, California, 1952; Delegate, Jurisdictional Conference at the Methodist Church, Roanoke, Virginia, 1952. In 1952 he was named Outstanding Young Man of the Year for the city of Jackson and the state of Mississippi. Dr. Finger, a native Mississippian, is married to the former Mamie Lee Ratliff and they have three children, Homer Ellis, III, William Ratliff and Elizabeth Ellen.



Home of the College President

*to the
Board of Trustees
of Millsaps College*



Gentlemen:

For my written report to you at the February 1955 meeting, I have chosen to record some of my thoughts on our shared responsibility for Millsaps College.

It is not to be assumed that this report covers adequately either all the considerations that should claim our study or the areas that are explored. The intention is to bring to our attention for study and discussion, today and subsequently, some urgent matters. It will be readily recognized that some points mentioned are more urgent than others and that some goals will be reached only as the result of careful and intelligent planning.

assumptions about Christian education

1. Christian higher education is essential to the future prosperity and integrity of both the church and the nation.
2. Only the church college can provide a Christian higher education in all dimensions.
3. Higher education is expensive and will become more expensive. It appears that church colleges make higher education more costly. Such on closer examination is not the case. The church college in reality relieves the taxpayer of added tax burden.
4. The American people have the resources to finance the quality of higher education which its youth deserve and require for their country's usefulness.
5. The strength of America's education consists in its diversity and independence. Both state and church institutions are necessary. Neither by itself is sufficient.
6. The strength of the whole results from the strength of its several parts, even as the parts find their place in the pattern of the whole. So, America's higher education is strong in direct proportion to the strength of its colleges. Every college has a responsibility to contribute its part.

General

Specific

assumptions regarding Millsaps College

Millsaps College has a distinguished history. Founded three score years ago, its fruitful ministry has become increasingly recognized. The time has come for a possible new glory. The opportunities for the immediate and distant future are both exciting and unlimited.

Opportunities can sometimes be best defined as obligations. For example,

1. *The college's obligation to the students:*

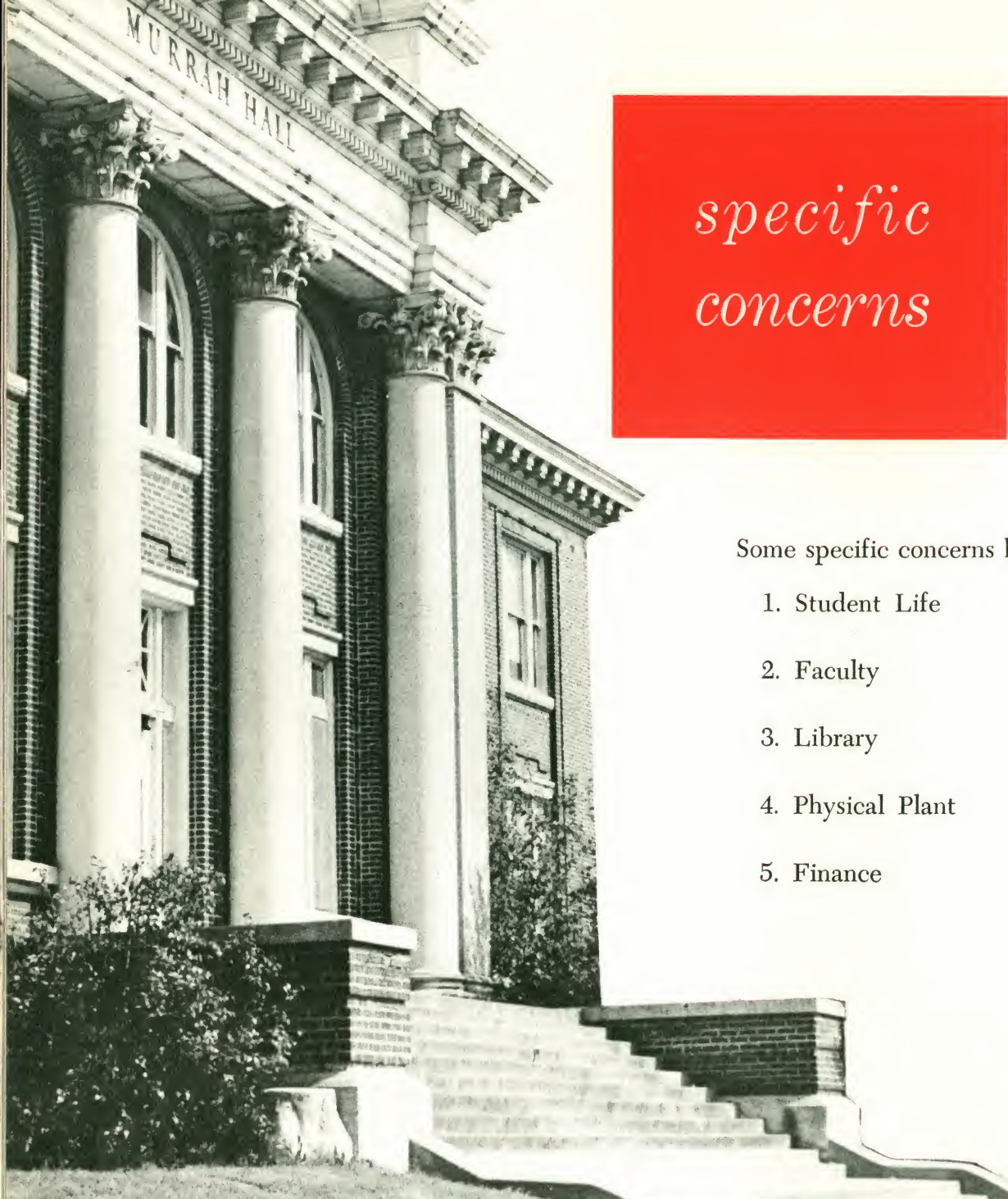
- a. To provide a first-rate education.
The church college has reason to take with great seriousness the quality of education it offers.
- b. To prepare students to receive and to preserve their full and free tradition.
- c. To inspire students to maximum usefulness.

2. *The college's obligation to the community.*

- a. To maintain the high level of an educational program.
- b. To prepare students for responsible community living. This objective is Christian vocation in a broad sense.
- c. To prepare young men and women for the vocational ministry of the church.

It may be felt that this obligation should be at the top of the list. True enough, no obligation is more important. The church college, like the church, feels its mission of ministry to all of life. Realizing that the church must have adequate leadership in order to minister, the church college feels its high responsibility for excellent education for preachers and teachers.





specific concerns

Some specific concerns have to do with

1. Student Life
2. Faculty
3. Library
4. Physical Plant
5. Finance



student life

1. General Program

The entire program of the college is directed toward

- a. *Enlightened minds.* Young men and women need to be informed, enlightened, illumined.
- b. *Maturing personalities.* Students should move progressively toward mature lives of usefulness, stability, acceptance of responsibility.
- c. *Consecrated souls.* Knowledge and maturity should be judged and redeemed, guided and strengthened by God.

To accomplish these objectives, the program has substantial content, including

- (1) Instruction and study, which require faculty and library.
- (2) Activities.

RELIGIOUS. A Director of Religious Activities would strengthen immeasurably our whole program.

SOCIAL. The proposed union building will help to provide a solution to this problem.

RECREATION. Additional tennis courts will improve our facilities.

- (3) Counseling.

VOCATIONAL.

GENERAL.

These functions are now handled with effectiveness by our Dean of Students and faculty members. A Director of Religious Life would help at this point.

2. Admissions Policy

Millsaps College with a staff necessarily limited in quantity is compelled to follow a rather rigid policy on admissions. Unfortunately, the college does not have a staff to perform remedial services, academic or otherwise. This is not seen easily by some of our constituency who are sometimes disposed to encourage attendance by students who need specialized assistance. Millsaps College is the general practitioner, not the specialist.

A further problem regarding admissions has to do with the college's policy toward maximum enrollment. For the immediate future, the solution to this problem is provided by limitations of housing, classrooms, laboratory equipment, faculty, and staff. The college is required to engage in some serious study as to the extent of our obligations to the church and state when the number of educable college students is greatly increased.

Millsaps College's scholarship program is now in the amount of \$33,705. Full tuition scholarships to pre-theological students and one-half tuition scholarships to sons and daughters of Millsaps faculty members and of Methodist ministers in Mississippi account for the great bulk of scholarships—\$21,875.

Endowed scholarships are in the amount of \$4,830 per year. For student assistantships and High School Day scholarships, the college budgets \$7,000 each year.



scholarships . . .

The endowed scholarship program is extremely inadequate. The average grant is about \$100 per year. Altogether too many students are compelled to work long hours—some as many as forty per week—in order to meet their college expenses. Heavy obligations to outside employment inevitably take a toll on effective academic activity. Part-time jobs also reduce participation in extra-curricular activities. The situation is that some students compelled to work are the same students who need time and energy for study and for student activities.



My present thinking on scholarships includes the following observations:

1. Millsaps College could use a minimum of half a million dollars in an endowed scholarship fund. This would provide substantial assistance for a good number of qualified students. By "substantial" I would mean full tuition scholarships.
2. No student should have his entire way paid. In my judgment it is unhealthy for a student to go through college at no cost to himself. Generally speaking, every student should provide for one-half the cost of his education.
3. Part-time jobs on the campus or in the city are frequently constructive parts of education. The important consideration is to see that this does not reach the danger point of too much work for the good of the student.
4. Some study should be given to our program of full tuition scholarships to pre-theological students. Under our present policy, the student agrees to serve the church in Mississippi for a minimum of one year for each year of the tuition scholarship. The study should be at this point: Should some student work in local churches or on the campus be a part of the scholarship for the local preacher? (This practice is followed in some theological seminaries.)





faculty

Millsaps College has had the ability to attract a distinguished faculty. These men and women have given the college its noble stature. They have had what is required for sound instruction: character, personality, scholarship.

Our responsibility is to continue this tradition. This is our most difficult task.

These are factors that deserve careful attention:

1. Within the next five years the following faculty members will retire: Sanders, Hamilton, Stone, White, Haynes, King. These will have to be replaced.
2. We have seventeen faculty members—young, able, enthusiastic—whom we could lose any year. Without exception they could improve their present salary schedules elsewhere. We need by all means to hold them.
3. The other members of our faculty, it is believed, have committed their entire professional careers to Millsaps College. Their dedication should be rewarded with adequate compensation. They too are able, competent, qualified.

Within the next ten years, the number of college students in America will be 50 per cent more than it now is. This will present major problems to colleges in terms of housing, equipment, classrooms, etc. The most acute problem, however, will be recruitment of faculty. Some colleges are stating that there will be possibly ten applicants for every vacancy in their student enrollment. I would add to that this: Every qualified Doctor of Philosophy will probably have at least ten positions available to him. The president of one church college has said recently that their present salary scale must be doubled in the 1960's if they expect to hold the faculty they want. That may very well become a necessity here.

4. The faculty needs to be increased in number with our present enrollment. For the year 1954-55 our faculty-student ratio is 1-17.9. It is to be noted that the Southern Association standard is a maximum ratio of 1-20. Millsaps College should not be so close to the limit. This educational institution has a tradition of leading the pace.
5. The faculty needs to be increased in order to strengthen certain departments, including the following: Languages, Physics, Psychology, Sociology, Speech, Teacher Education.



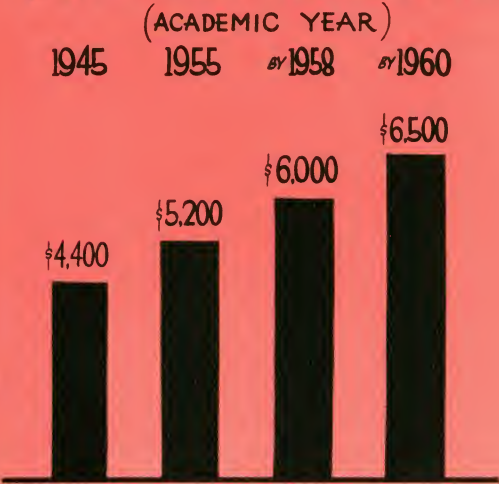
faculty considerations

6. Our present faculty should receive careful consideration in the following respects:

a. *An Improved Salary Schedule*

Salaries should be raised not primarily because it must be done to hold men. They ought to be raised because it is right and just to do so. It is to be hoped that we can within the next three or four years reach a schedule with full professors receiving \$6,000 per year; associate professors \$4,500-\$5,000; and assistant professors \$3,500-\$4,200. "Better to have good teaching in wooden buildings than wooden teaching in good buildings," said an American educator.

FACULTY SALARIES FOR FULL PROFESSORS



b. *Adequate Faculty Offices*

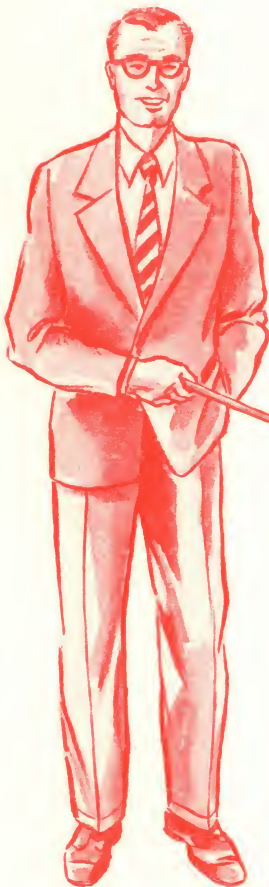
Faculty members need comfortable offices for the purposes of study and research and for the purpose of counseling students. Providing adequate offices for our instructors is one of our most urgent needs.

c. *Secretarial Help*

Every professor does not require an office secretary. Their time could be conserved, however, if we could make available to them the minimum secretarial services they need.

d. *Faculty Teaching Load*

Millsaps College will not in the foreseeable future be in a position to have a maximum load of twelve hours for every instructor. Many colleges do have such a policy, thus leaving more time available for research. Millsaps College must, however, keep at a desirable minimum the number of students each instructor teaches. This caution is for the purpose of providing personal attention for the student and avoiding an unreasonable teaching load for the instructor.





library

An adequate and beautiful library building we shall soon have. We anticipate moving into it for the next academic session. The number of volumes will be steadily increased. Selection will be made with discriminating care.

An additional staff member will be required for the operations of the new building.

It is appropriate again to cite a standard of the Southern Association of Colleges and Secondary Schools. The standard relating to libraries now reads that a minimum of \$25 per student per year must be allocated to library expenditures, including books, staff and student assistants. For the current year, our library budget is \$15,008. This budget includes book purchases, staff salaries and student assistants. This represents an expenditure of approximately \$21 per student. An addition to the library staff will bring us up to the minimum. We should plan to go beyond it. It perhaps should be noted that the average expenditure for member colleges of the accrediting association is slightly over \$32 per year per student.



physical plant

A SUGGESTED SCHEDULE FOR PLANT IMPROVEMENTS AND ADDITIONS.

I. Within the next two years—1955-57

IMPROVEMENT	HOW TO BE FINANCED
1. Student Union Cafeteria Building	Million for Millsaps
2. Additional Parking Facilities	Budget
3. Faculty and Administrative Offices	Budget
4. Some Air Conditioning (Administrative Offices)	Budget
5. Tennis Courts	Budget
6. Additional Classrooms With construction of Student Union Building and with provision of new offices, some space now being used in the Christian Center and in Murrah Hall will be available for classrooms.	-----

II. Within the next two to five years—1955-60

IMPROVEMENT	HOW TO BE FINANCED
1. Men's Dormitory	\$50,000 from Million for Millsaps Balance from a gift?
2. Pipe Organ for Christian Center	Gift?
3. Improvements in Galloway Burton Founders Murrah Sullivan-Harrell	
Improvements to include new floors in Burton, Galloway and Murrah; new lights and redecoration in Founders, Burton, Galloway, Murrah and Sullivan-Harrell.	Budget
4. Additional air conditioning—Some classrooms	Budget

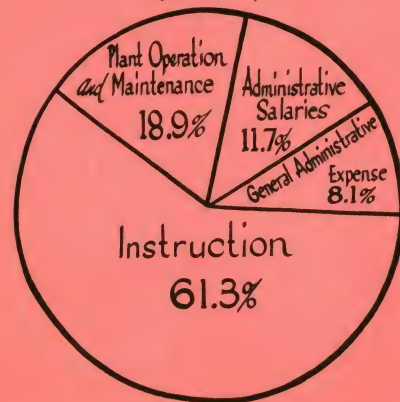
UNSCHEDULED IMPROVEMENTS AND/OR BUILDINGS

- | | |
|-----------------------|---|
| 1. Fine Arts Building | 3. Replacing Founders Hall and/or additional housing for women students |
| 2. Infirmary | 4. Additional housing for faculty |

OPERATING BUDGET

EXPENSE

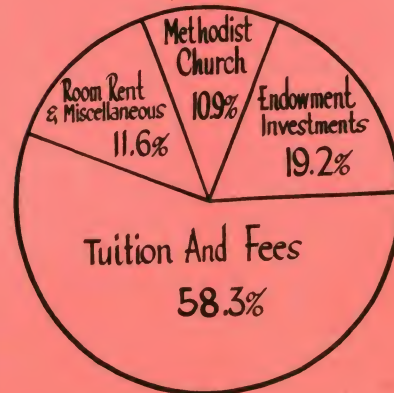
1954 - 55
(12 Months)



OPERATING BUDGET

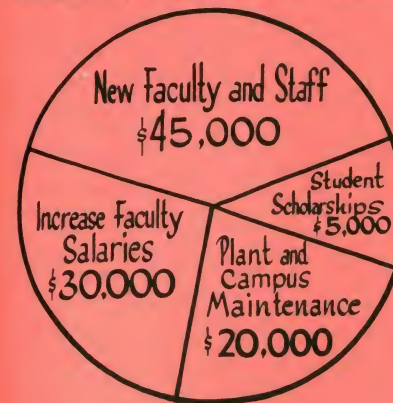
INCOME

1954 - 55
(12 Months)

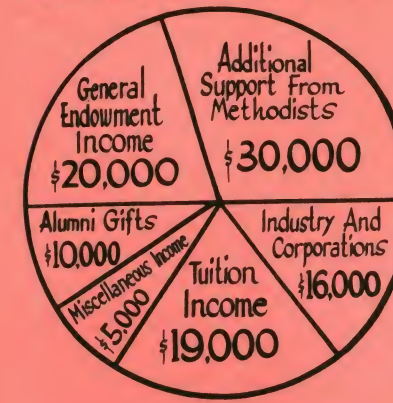


finance

BUDGETING OF ADDITIONAL
\$100,000 ANNUAL INCOME



POSSIBLE SOURCES OF AN
ADDITIONAL \$100,000 ANNUALLY



IF WE HAD AN ADDITIONAL \$100,000 PER YEAR FOR CURRENT OPERATIONS, IT COULD BE CONSERVATIVELY BUDGETED—AS FOLLOWS:

1. INCREASE IN FACULTY SALARIES

Salaries of full professors would be\$6,000

Salaries of associate professors would be.....\$4,500-\$5,000

Salaries of assistant professors would be.....\$3,500-\$4,200

2. EMPLOYMENT OF EIGHT TO TEN new faculty and staff members.....

This could include a Director of Religious Life and an additional person for public relations and alumni activities.

3. PLANT AND CAMPUS MAINTENANCE

Extensive improvements are needed in Burton, Gallo-way, and Founders. Murrah and Sullivan-Harrell need redecorating. Maintenance of old buildings is expensive.

4. STUDENT SCHOLARSHIPS

\$30,000

\$45,000

\$20,000

\$ 5,000

\$100,000

POSSIBLE SOURCES OF ADDITIONAL ANNUAL INCOME FOR BUDGET PURPOSES ARE:

1. General Endowment Income	approximately	\$20,000
2. Additional Support from Methodists (see analysis below)	approximately	\$30,000
3. Alumni Gifts (see analysis below)	approximately	\$10,000
4. Gifts from Industry and Corporations		\$16,000
5. Tuition Income (75 students)		\$19,000
6. Miscellaneous Income		\$ 5,000
		\$100,000

It is to be noted that no increase in student fees is mentioned. It is my feeling that there should be no such increase unless absolutely essential.

Analysis of Church Support



The most encouraging single development in additional income for our colleges is the manner in which churches and churchmen are accepting their responsibility.

The following figures show what the Jackson area of the Methodist Church has been doing in recent years for current operations:

Income from the Jackson area of the Meth- odist Church	1950-51	\$10,320
	1951-52	\$61,277
	1952-53	\$48,935
	1953-54	\$56,255

The 1952 General Conference adopted a statement submitted in the report of the General Commission on World Service and Finance which reads in part as follows:

“The General Commission on World Service and Finance joins with the Council of Bishops, the Council of Secretaries and representatives of the Woman’s Division of Christian Service in calling attention to the crisis confronting our Methodist schools and colleges. They must look to their constituent conferences for moral and financial support. We believe the cause of Christian higher education should be laid on the conscience of our people and that each Annual Conference should be encouraged of its own initiative to provide annually, as a minimum, a sum equivalent to 50 cents per church member for the schools and colleges which are its particular responsibility.”

The 1954 Journal of the Mississippi Conference carries on page 150 a report submitted by the Commission on World Service and Finance which reads in part:

The 1954 Journal of the North Mississippi Conference carries a report submitted by the Board of Education which reads in part:

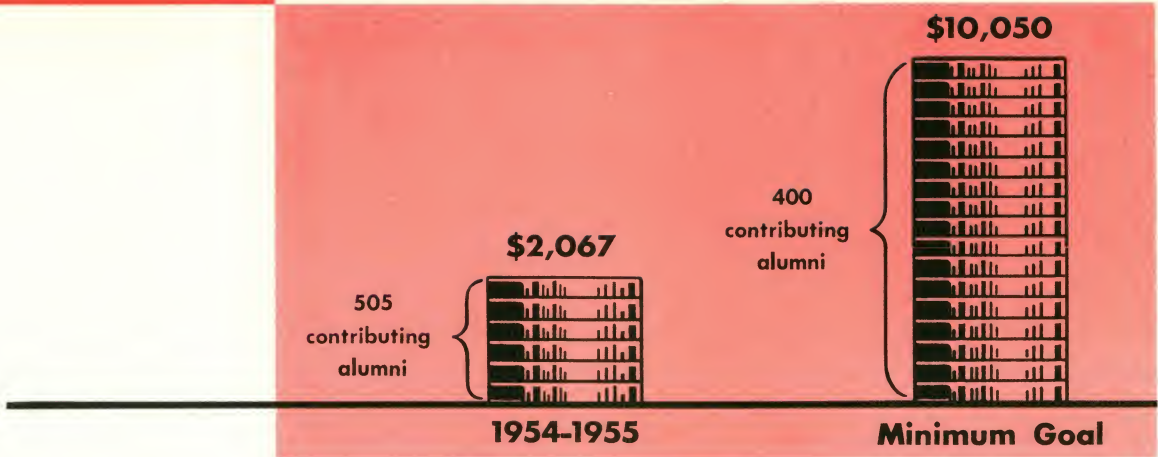
“We approve the plan of support for Millsaps College—that 50 cents per member be included in the budget of the local church.”

“As the Annual Conference agency responsible for Millsaps College, your Board of Education recommends that every local church include in its annual budget an amount for the current support of Millsaps College. We urge all churches to achieve the General Conference goal of a minimum of 50 cents per member in this current support.”

On the basis of membership reported in the 1954 Journals, Millsaps College is now receiving approximately 30 cents per member per year for current operations. This is a marked advance in a period of three years’ time. If every charge assumed the 50 cents per member, on the basis of the reported 1954 membership, the college would realize \$97,874 per year.

It is realized that a number of charges cannot be expected to assume this obligation. It is believed, however, that a number of charges could be moved toward a goal of \$1 per member per year.

Analysis of alumni gifts



During 1954-55 a total of 505 alumni have given \$2,067 in alumni dues with a minimum of cultivation.

It is believed that with careful cultivation the alumni of Millsaps College would contribute a substantial sum for current operations. This thought is based on the belief that Millsaps College Alumni are aware of the importance of a strong liberal arts college in our state. It is based on the further belief that an increasing number of alumni are becoming aware of their responsibilities to their alma mater.

In my thinking the following analysis of possible alumni gifts is an ambitious goal and schedule but not an impossible one.

50 alumni giving \$100 a year.....	\$5,000
50 alumni giving 50 a year.....	\$2,500
50 alumni giving 25 a year	\$1,250
50 alumni giving 10 a year.....	500
100 alumni giving 5 a year.....	500
100 alumni giving 3 a year.....	300
	<hr/>
	\$10,050

general endowment

The Board of Trustees and the Administration of Millsaps College have traditionally been committed to the strength that derives from increasing endowment. This feeling continues to prevail.

It is readily recognized that due to limitations of the present size of our endowment additional funds must be expected for operation. It is recognized further that this is a permanent situation. Moreover, a large number of friends of the college can assist immeasurably with gifts to current operations while they are unable to make substantial or large gifts to an endowment.

We should increasingly be mindful, however, of possibilities for gifts, large or small, to the general or scholarship endowment fund. The college, as a part of the church, performs a ministry to people when it calls their attention to their opportunities and responsibilities for giving.

It seems to me desirable, therefore, that there be established a committee of the Board of Trustees which could work closely with the President of the college in an intense consideration of a program for approaching individuals with a view to placing Millsaps College in their wills. A part of the work of such a committee could conceivably be to contact attorneys of the state—Methodists, alumni, and others—who may well be in positions that would prove advantageous to Millsaps College.

million for Millsaps

The 1954 campaign for capital funds, the Million for Millsaps, was a rewarding and successful endeavor for the Methodists of Mississippi. Almost one-half the total amount has been paid in cash.

It is essential that the remaining subscriptions receive the careful attention of all of us, so that in every possible instance they be paid in full.

Our expansion program for the immediate future is projected on the assumption that a million dollars in cash will have been received by June 1, 1956. Our program is also based on the assumption that these are permanent funds and that local church support for current budget purposes will be continued.



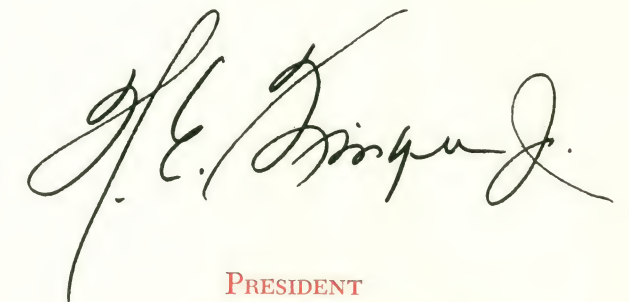
a word of conclusion

President Howard Lowry of the College of Wooster has recently said:

"There is no mission field more crucial than the minds of our keenest young people — who, between the years of eighteen and twenty-two, are making ready to give to their country and to the Church whatever their minds and hearts will have in them. Very soon our churches must decide whether to abandon that mission field or to do something about it that they have not yet had the vision and the commitment to do. If the Christian church wants to keep its stake in higher education, it must stop treating its colleges as little business and begin treating them as big business, important business. It must stand up and help pay for them to a degree that it has never done."

Millsaps College's position must increasingly be one of both defense and offense. We are not to be on the defense in the sense merely of justifying what we do. We defend, rather, principles and policies which we know to be valid.

To defend these values and treasures, we must take the offense. We are called to be impatient with defeatism and to be intolerant of fatalism. No serious person doubts the difficulty of our tasks. No grateful person will be content until every effort has been made to fulfill our mission and opportunities.



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MILLSAPS COLLEGE

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Millsaps College

1954-55



An Address

By

Dr. Albert G. Sanders

Professor of Romance Languages, Millsaps College

Jackson, Mississippi

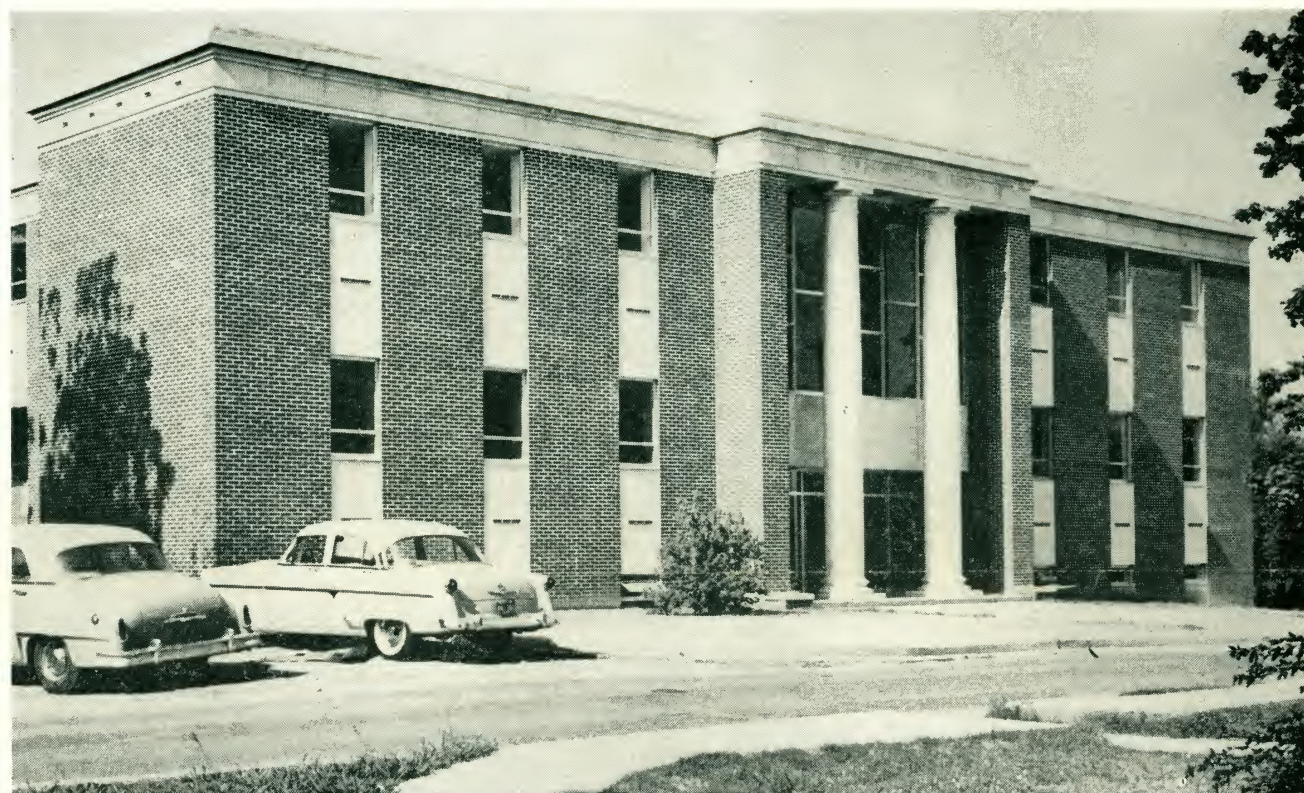


Delivered on the Occasion of
The Formal Opening and Dedication
of the

MILLSAPS-WILSON LIBRARY

September 29, 1955

MILLSAPS COLLEGE BULLETIN



MILLSAPS-WILSON LIBRARY

First Construction Project of the Million for Millsaps Campaign

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MILLSAPS COLLEGE BULLETIN

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NOVEMBER, 1955

VOLUME 40

Published monthly during the college year by Millsaps College, Jackson, Miss. Entered as second class matter November 21, 1916, at the Post Office at Jackson, Miss., under the Act of Congress of Aug. 24, 1912.

NUMBER 3

Libraries -- Past, Present And Future

You have all no doubt heard it said that education, the entire process of education, is learning to proceed from the general to the particular, to move from individual, isolated facts to general, comprehensive principles, expressions, or formulas. Applying, then, this definition to the present occasion, let me ask: What from a general point of view is the significance of this gathering? What essentially and in the last analysis are we here for? Are we not, in commemorating jointly the dedication of a new library and the opening of the sixty-fourth session of Millsaps College, simply marking here in this corner of the earth, in the lower South, in Mississippi, a step forward, however short from the general viewpoint that step may be, and making an effort, however modest, toward maintaining, fostering, and continuing the onward movement of civilization and enlightenment? And are not the two sides or parts of this commemoration — books and libraries on the one hand, and formal, organized education on the other — are not these two among the principal and most effective means of maintaining and fortifying the cultural tradition, the processes of enlightenment, and the spread of truth?

Libraries, I suppose, must have their origin soon after the acquisition in each culture of some system of writing — hieroglyphics in Egypt, wedge-shaped or cuneiform writing on clay cylinders or tablets in Persia and Babylonia, symbols representing syllables in Crete, or phonetic symbols among the Greeks and Hebrews. The earliest accumulations of clay tablets contain, for the most part, such literature as one finds in account books and tax-rolls; but some have prayers to the gods, boasts of victories and conquests, and some the beginnings of history and religious scriptures and even of poetry. And then, with the peculiar genius of Greece, there rose the arts and sciences expressed in a literature of amazing profundity of thought and beauty of form. Two or three millenniums ago the Greeks must have felt much the same sentiment — indeed Herodotus, the father of history, tells that they did — much the same sentiment that John Milton expressed two thousand years later in a noble and familiar sentence which, it seems to me, should be repeated at the dedication of every library. You have heard it many times: "A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life." Often repeated it is, but to call it trite and hackneyed would be almost as sacrilegious as to apply such terms to the deathless precepts of the Hebrew scriptures.

In the Graeco-Roman world private libraries were formed. Later public libraries were established in many, if not most, of the larger cities, and the movement culminated in vast collections of hundreds of thousands of parchment

and paper scrolls, such as that at Pergamon in Asia Minor, and largest of all, the enormous library assembled at Alexandria in Egypt under the Ptolemies. The story of the loss of the priceless intellectual and artistic treasure at Alexandria impressed me deeply, when as a school boy I read it in the old Myers', **Mediaeval and Modern History** and, of course, believed it.

The story is almost certainly derived from the fifty-first chapter of Edward Gibbon's **Decline and Fall of the Roman Empire**. I linger a minute with it. In 641 A.D. the Moslem army under General Amrou had swept across Egypt and captured Alexandria. Amrou enjoyed the conversation of John Philoponus, the librarian of the great library. (The librarian's name, I insist, was ideal for one of his profession, for Philoponus means in Greek "fond of hard work.")

And now I quote the stately prose of Gibbon: "Emboldened by this familiar intercourse, Philoponus presumed to solicit a gift, inestimable in his opinion, contemptible in that of the Barbarians: The Royal Library, which, alone among the spoils of Alexandria, had not been appropriated by the visit and seal of the conqueror. Amrou was inclined to gratify the wish of the grammarian, but his rigid integrity refused to alienate the minutest object without the consent of the Caliph. And the well-known answer of Omar was inspired by the ignorance of a fanatic: 'If these writings of the Greeks agree with the Book of God, they are useless; if they disagree, they are pernicious and ought to be destroyed.' The sentence was executed with blind obedience. The volumes of paper or parchment were distributed to the 4,000 baths of the city; and such was their incredible multitude, that six months were barely sufficient for the consumption of this precious fuel." After considering the loss of this library, Gibbon concludes in a lighter vein: "But if the ponderous mass of Arian and Monophysite (religious) controversy were indeed consumed in the public baths, a philosopher may allow with a smile, that it was ultimately devoted to the benefit of mankind." A great city had abundant hot bath-water for half a year.

Gibbon doubted the authenticity of this story, and modern historians dismiss it curtly with the statement that the library of Alexandria was no longer in existence in 640 A.D. But whether the priceless treasure of antiquity perished at the hands of the Arabs in 641 A.D. or not, perish it did in the last centuries of the Graeco-Roman world, and with it vanished the world's best hope of preserving the inestimable treasure of the ancients. Its disappearance is a sort of token or symbol of the night of the Dark Ages that was beginning to settle down over Europe. We know that what has come down to us are only the broken fragments, so to speak, of a feast of amazing splendor.

You may think that I am wandering, that I am lingering to tell a tale from antiquity which I myself pronounce to be untrue, but what I am trying to do is to emphasize the capital importance, the immense significance of libraries in the history of Western civilization. And as for the truth of my story, I shall have to use the defense that the Italians are accused of offering for their exaggerations and prevarications, that my story may not be true, but that it is even better than true, because it is such a very good story!

In one super-Gargantuan stride then, I cross 1300 years and 4,000 miles to come to the library whose opening we are celebrating. And at once I wish to call attention to the fact that the first use of funds derived in part from the recent financial campaign has been, not for an athletic field with a grand stadium, nor even for a much-needed cafeteria and student union building, but for a library. This putting of first things in education first reminds me of another story that I first read in a college library. Motley relates in his **Rise of the Dutch Republic** that after the heroic defense of their liberty against the Spanish conquerors, the citizens of Leyden were offered by their grateful King and country in 1575 the choice between perpetual exemption from taxation and a university. The wise people of Leyden chose a university, the university which later was to make such great contributions to the arts and sciences. The parallel is not precise, but I am reminded of it when I consider that Millsaps College might have had a first-class swimming pool and has chosen rather to have a first-class library.

The main outline of the history of the first two library buildings may be read on the tablet which is fixed on the wall to one's right as one enters the building. Mr. Andrew Carnegie and Major Millsaps joined in providing funds for the first building in 1906, and the Carnegie Corporation again in 1926 made possible the second. The third building which is being dedicated today has been built on the core or framework of the second library with funds provided by the donation of Mr. and Mrs. H. J. Wilson and by contributors to the Million for Millsaps campaign.

For information about the early years of this College, I consulted Dr. G. L. Harrell, the professor emeritus of physics, who is the person most thoroughly acquainted with its history. The first library was housed in a room in the southwest corner of the ground floor of the first college building, which stood on the site now occupied by Murrah Hall. The first library, therefore, was in about the same place as that now occupied by Mr. Livesay's Public Relations Office. The rest of the ground floor was taken up by the chapel and a room in which the natural sciences were taught. The library room had wooden shelves extending to a high ceiling, and the room was heated (only to a certain extent in cold weather, I am sure) by an open fireplace. From the first catalogue, that of 1892-93, I quote the description of the library: "The library is a commodious, com-

fortable room constructed for the purpose, adjoining the President's office. It is a matter of great gratification that we open the College with such a large and valuable collection of books. Most of the well-selected libraries of the late Dr. C. K. Marshall and Rev. W. G. Millsaps, besides many excellent volumes from ex-Chancellor Edward Mayes and others, have been generously contributed. In addition to his other munificent gifts, Major R. W. Millsaps has contributed \$500 to be expended in purchasing books for the library. Mrs. J. R. Bingham of Carrollton, Mississippi, has given five hundred dollars to form a fund known as the 'Martha A. Turner Library Fund.' This fund is to be invested and the annual interest used in purchasing books for the library." No library fee is mentioned in this book.

The first librarian and the librarian for the library's first eleven years, I was greatly interested to learn, was Dr. George C. Swearingen, the professor of classics. Dr. Swearingen was the father of the present librarian, Miss Bethany Swearingen. It is to Miss Swearingen's intelligent planning and tireless efforts that the College is so largely indebted for the excellencies of the new building. Her father, a gentleman of sound scholarship and broad culture, guided the library in its formative years.

The first catalogue lists gifts of 632 volumes and of \$117.50 in money. In the catalogue of 1893-94 we read: "Every student is expected to pay a fee of one dollar for library privileges." Gifts of 167 volumes are recorded in this catalogue. In 1897 the library was moved to two rooms on the east side of the newly built Webster Science Hall, which stood about 100 feet north of the present Burton Hall. The library, therefore, looked out on the space now occupied by Woollard Hall. The two rooms occupied by the library were a rather large reading room and an adjoining room which contained the book stacks. In Webster Science Hall the library remained until the joint gifts of Mr. Andrew Carnegie and Major Millsaps provided funds for the erection of a separate library building. Into this building, which Dr. Harrell calls the third library, and the first Carnegie-Millsaps Library, the books were moved in 1907; and in the same year Dr. Alfred A. Kern, professor of English, became the librarian. This building stood just a few yards south of the present Christian Center building. It was built of buff brick and had a low dome with a glass skylight over the lobby. This building became so damaged by the treacherous crawling marl underlying it that it became necessary to abandon it and take it down in 1924. A new and larger building had been made possible by a grant of fifty thousand dollars from the Carnegie Corporation. It is this second Carnegie-Millsaps Library which has furnished the framework for the structure which is to be dedicated today. While this second library building was being constructed, the library was housed on the ground floor of Founders Hall, across the driveway, just as it has been housed in the old chapel in Murrah

Hall during the past college year. The new building was completed and occupied in 1926.

Now, be patient with an old man in his anecdotalage, and let me relate several incidents from the histories of these two libraries which Dr. Harrell has called libraries three and four, the two Carnegie-Millsaps Libraries.

In its earliest years Millsaps College was not co-educational, but within a few years several girls belonging to families connected with the College—for example, the daughter of Professor Ricketts, Miss Bertha Ricketts, now Mrs. Sumner, the novelist, widely known by her pen-name Cid Ricketts Sumner—were accepted as students. These girls were required to report to a study hall in the south reading room of the library and remain there during the hours in which they had no classes. The north reading room was the reading room for the young men. The architect of the first building was also the architect of the second, and used much the same plan in the second building that he had used in the first. He told me that the south reading room was intended to be the girls' reading room and the north was for the boys. This plan of segregation was overwhelmed in the rising tide of co-educational integration. Indeed when the building was remodelled to make the building which today is to be dedicated, the wall of partition was thrown down and the result is the long reading rooms on the second and third floors. The pillars which one sees there painted in what the decorator told me is called "Swedish Red" are the last traces, the architectural and educational fossils, so to speak, of the original plan of segregation in the reading rooms.

The thirteen years of the librarianship of Dr. Alfred A. Kern, which began in 1907, were an important period in the development of the library. Dr. Kern introduced the Dewey Decimal System of classification and cataloguing and spent many hours organizing and enlarging the library. He lives now at Lynchburg, Virginia, as the professor emeritus of English of Randolph-Macon Woman's College. It had been hoped that Dr. Kern would be with us today, but in a letter to President Finger he expressed regret that limitation of strength prevents him from coming. I quote a paragraph from this letter: "There are many interesting memories that come to mind when I recall the early years of my librarianship — our annual expenditure for books was limited to the \$60 derived from the Turner Fund; the passive and sometimes active opposition of the faculty to my introduction of the Dewey Decimal System of cataloguing the books, etc." One of these memories included under "etc." I can supply, for Dr. Kern told it to me. He said that one member of the faculty protested vigorously against the indignity and humiliation of being asked to sign a card when he borrowed a book from the library. His friends, he insisted, did not exact a bond from him when he borrowed books from them. Why should the librarian treat him as if he were a man who could not be trusted? Dr. Kern's services to the library will always be held in grateful remembrance.

From 1909 on, a lady was employed as an assistant librarian. In 1909 Mrs. Mary B. Clark, a niece of Major Millsaps, began her long and faithful service of thirty-one years as the assistant librarian.

For many years of the life of the second library building, the janitor service, the sweeping and making and maintaining the fire in the coal-fed furnace, was done by students with athletic scholarships. The library janitorship was one of the prize campus jobs, but this arrangement was more satisfactory to the athletic director than to the director of the library. As one of the student janitors explained to me, the holders of these jobs felt that they had discharged their obligation to the College on the playing field and that it was an imposition to ask them to do more; and on some, perhaps after all, not many, cold wet mornings they did no more. After a basketball game on a cold evening or after a football game on a cold afternoon, I learned the wisdom of being at the library as soon as possible after seven the next morning to forestall trouble and complaints from chilled readers in a cold library. If the library was cold, I would send a messenger, or go myself, to the dormitories or fraternity houses to arouse the sleeping athlete.

On one occasion I so forgot myself in my rage that I aroused from his beauty nap at half-past ten in the morning an athlete of such heroic proportions that several years later he was a pitcher, perhaps the winning pitcher, in a World Series!

All this was years ago, yet I still recall those cold mornings in the library with emotion. And so I should like to express my gratitude to two of these student janitors who always did their work faithfully. They are Mr. Otho Monroe, who, I think, is a school official somewhere in Mississippi, and Mr. Edward Khayat, the Moss Point banker and civic leader. A year or so ago when Mr. Khayat was honored as the Alumnus of the Year, he said in his response that it was this job at the library that enabled him to remain in college; so perhaps, after all, an athletic scholarship or job may serve a more useful purpose than even that of winning athletic trophies.

And now that we have this delightful library, what are we going to do with it? What are our aims and ideals? In answering this important question, we must keep in mind the kind of library that the Millsaps-Wilson Library is intended to be.

Libraries are divided into several categories by their purpose and function. In the first rank are the enormous libraries of international scope, so to speak, appalling wildernesses one might almost say, of five to seven millions of books. "Vast charnel-houses of dead books," a plain-speaking British nobleman called them, when opening a new wing in one of them a few years ago. Such are the Library of the British Museum, the National Library of Paris, which occupies a vast underground labyrinth under the heart of the city, and the Library of Congress. Then there are what one might call

regional libraries, extensive and varied enough for nearly all the needs of researchers and scholars, such as the libraries of Yale and the Universities of Michigan and California, as well as some not so large but steadily growing, such as those of Duke University and the Universities of North Carolina, Texas, and Tulane.

Now, plainly a liberal arts college granting no advanced or professional degrees has no need for such a comprehensive collection of books as even the last-mentioned group of institutions. The function of a liberal arts college is to give a basic education, to lay a secure educational foundation, and this function determines the nature and scope of its library. From the beginning, I think, the purpose of those directing this library has been to form a basic college library and to make it as nearly complete as possible. They hoped to accumulate a collection of books that are most important and central in acquiring a foundation of general culture. And of the greatest importance in a library of this sort is the forming of an acquaintance with books and the developing of intellectual tastes and interests on the part of these younger students.

The older teachers here today have witnessed the increasing shifting of emphasis in teaching from the use of one or of only a few textbooks to the extensive reading in the library required at present. Forty or fifty years ago comparatively little use was made of the library in teaching undergraduates, even in the more renowned colleges.

A little less than fifty years ago the main part of the Yale Library was closed at five o'clock. The only part that remained open was a reference reading room, which in turn was closed at nine o'clock. It was my job to have charge of this reading room, and my testimony is that while a considerable number of readers used the reading room, only very rarely did an undergraduate call for a book from those books reserved for supplementary reading. I need not emphasize how different is the practice today. All those connected with the administration of a college are aware that a college is judged and its effectiveness as a teaching institution is assessed largely by the quality and the effectiveness of its library. How large and how well-selected is its collection? What is the annual circulation of books? How much is spent annually for books and periodicals? What is the training of its staff? Such are the questions asked by the educational associations and by Phi Beta Kappa. Here lies the incongruity that amused everybody when Will Rogers, with his irresistible drollery, remarked that he was certain that an educational institution which he was visiting was a great university because it had more seats in its stadium than books in its library.

But to be a first-class college library does not mean that it must become a large library. The model library for colleges, I suppose, is the Lamont Undergraduate Library at Harvard. The bound mimeographed catalogue of this library shows no more than 39,000 titles. Har-

vard University has a library budget of nearly two and a half million dollars, but it is the declared intention of the librarian not to permit the Undergraduate Library to hold more than 100,000 volumes. It would seem then that the provision for housing 85,000 volumes in the Millsaps-Wilson Library should be ample for an indefinite length of time. Even if the College should outgrow the space now available, a new wing could be added on the southwest corner, which would afford much additional room.

In the catalogue of one of the Virginia colleges for nearly one hundred years there appeared a paragraph which nearly always brought a smile to the lips of its readers. It began: "Our beautiful campus has long been renowned as the favorite haunt of the Muses." We smile at this outmoded rhetoric, yet there is sound educational sense underlying it. The Muses, or in our own language the different branches of intellectual effort and interest, do prosper and flourish, do thrive with added vigor in an environment that is gracious and charming. The Muses do haunt beautiful gardens. And so this magnolia garden and the library beside it will be the haunt of the Muses. Clio with her history will be here — Calliope with noble poetry — Melpomene with tragic drama — Urania with astronomy and the natural sciences — all the sisters nine, except perhaps only Terpsichore, the Muse of the dance. But I pause. Did not one of our colleges, and one whose dean is an honored alumnus of Millsaps College and a twice-honored former member of the Millsaps faculty, recently awarded a degree to a candidate who presented as her thesis a study of "Tap Dance in the Curriculum of the Liberal Arts College"? Terpsichore then will be admonished and, as it were, put on probation and told that her sphere is that of physical education.

This library, then, is to be not simply a place in which students may comply with the requirements in assigned reading, or write term papers, or prepare for comprehensive examination. Those in charge of the Library and especially President Finger and Miss Swearingen have planned and earnestly hope that the Library will become the cultural center of the college community. And let me say just here that the completeness of the planning and the great success with which it has been carried out are due very especially to the ceaseless thought and tireless effort and unfailing gracious tact of Miss Swearingen. As was said of the architect of London's St. Paul's: "If you seek her monument, look about you." The Library, then, is to be much more than a teaching tool for the faculty and a workhouse for the students.

On the ground floor is the Forum Room, a small auditorium intended primarily for audio-visual and discussion programs. "It is," Miss Swearingen remarked, "for group-listening and group-looking and group-discussion." The west wall of this room has been especially prepared for the mounting of the art exhibits. The Director of Art, Mr. Karl Wolfe, intends to dis-

play a new exhibit of paintings and drawings every month. Also on the first floor is a room constructed for listening to recordings of readings of poetry and prose by their authors, such as Robert Frost, Edith Sitwell, and Jackson's own Eudora Welty. It is also hoped to install ear-phones so that students of foreign languages may hear records in the acquisition of modern languages, an addition to our teaching facilities that has long been desired. But there is not time to recount the many delightful features of this library. In the famous phrase from Victor Hugo's *Hernani*, known to every Frenchman: "I pass by some of them and they are among the best." Why, provision has even been made for those strange persons who seem to be able to think with greatest efficiency only when they are enveloped in a fog of tobacco smoke—for students on the first floor and for the faculty in a charming room on the third floor. There have always been some students here who have taken advantage of every opportunity afforded by the Library and some of that sort are here now. This delightful building should notably help to develop such a spirit among the students. As President Finger said: "I shall be dreadfully disappointed if this library is not crowded with students." The attendance in the evenings and on Sunday afternoons already seems to give assurance that there will be no disappointment.

I was interested in observing the reaction this building caused a young man whose assignments in war had sent him to three of the great Eastern universities, and whose employment since the war sends him back to the East once and sometimes twice a year. After looking over the Library he said: "Why, this is like what you see in the East. This is like Harvard and Yale. They have nothing better than this; the only difference is that their libraries are on a larger scale."

Physical directors wisely recommend that young people at college acquire, in addition to skill in such vigorous sports as football and basketball, some acquaintance with less strenuous recreations such as golf, tennis, swimming, and the like, which may be continued with safety and profit into middle and even into later life. *A fortiori*, then—as Professor Lin, who taught logic, used to say—by as much as mind and spirit are superior to body and matter, so much the more important it is to develop intellectual tastes and habits, to acquire a store of artistic and intellectual resources that will be a comfort and source of strength throughout life. We all perhaps have seen some person who had been cut down by physical affliction and then had no literary and intellectual resources to draw upon for consolation and for escape from utter boredom. And there are, on the other hand, some who have been visited by equally severe physical affliction, but whose minds had been so enriched by acquaintance with the vast treasures that have come to us from the past that their very disability seems to be almost a release into unhampered opportunity for intellectual delights.

The structure that forms the core of the building which we are inaugurating was built in the early years of the administration of President D. M. Key. Dr. Key did not have charge of the plans for the construction of the building because the retiring President, Dr. A. F. Watkins, continued to be the chairman of the building committee; but the building was erected while Dr. Key was the President of the College. Today Dr. Key is an invalid in Birmingham. The other day I said to Dr. Milton White: "How is Dr. Key?" "I went to see him this summer," said Dr. White. "He is quite weak; he spends most of the time in bed." "Can he read?" I asked. "Oh, yes," replied Dr. White, "he can read; in fact, he said that in the last few years he has read more than he had read in all the rest of his life put together." Dr. Key, of course, is drawing upon a rich treasure of the intellect that he had accumulated in earlier life, and he finds himself almost emancipated from bondage to physical affliction.

It is not primarily to books as a sort of old-age insurance against boredom to which the Library is calling the Millsaps students at this time, but to the profit and sheer delight of intelligent reading, surely one of the keenest of joys to those who have the "open sesame" to enter into it.

Toward the end of one of the richest books that human imagination and experience have given the world, Alonso Quijano, the Good, he who in the years of his madness had called himself Don Quijote de la Mancha, deploras the waste of his life that had been caused by reading pernicious tales of knightly adventure. He regrets that he has so little time left to read others that will be — how shall I translate the Spanish of the beautiful phrase, *luz del alma*, light of the soul, *lux almae*, it is almost Latin still. "Mentally improving" an editor suggests, but that sounds stiff and cold. Shall we say "intellectually enlightening"? But however we may translate it, the books in this library do give "light of the soul," *luz del alma*, enlightenment, and that is the purpose and proper function of a college library.

Our library has been the beneficiary of many gifts from private libraries, and other gifts of books, no doubt, will be made in the future. These donations are valuable and most welcome, but what the Library most sorely needs is money with which to buy new books. The steadily rising cost of practically everything connected with the administration of a library makes it increasingly difficult to maintain former figures of accessions to the shelves. You may have noticed in one of the news-magazines last month the publicity given to the statement of the Librarian of the Harvard University Library that even when a book is given to the Harvard Library, an expenditure of \$5.47 is required to put the book into circulation.

Now, the quaint and homely and, therefore, typically Spanish proverb tells us that the owner's eye fattens his cow, which, of course, is a Spanish way of saying that everyone is impressed with the importance of his own need.

There may well be kine in the pens of other departments of the College that are lean and famished and lowing for richer pastures, but I am convinced that one of the happiest and most productive uses of wealth in this part of our country would be to create a sound endowment for this Library. Perhaps it is not utterly vain imagining to hope that some discerning friend, or group of friends, or some agency may provide such an endowment, even as Mr. and Mrs. Wilson have joined others in making possible this excellent building, and just as the will of Mrs. Cheek has provided a noble endowment for scholarships. And let me say here, as it were, from the housetop, what I have said to some of my colleagues in the faculty, that if Miss Swearingen is provided with adequate funds, if she can only get her hands on the money, she will ultimately return to Millsaps College a first-class college library, and surely we can ask no more than that.

The future of this College seems fair and bright, and also the future of this Library. The Library now has an excellent and delightful home and already a sound collection of books. The administration is understanding and sympathetic; the Librarian and her staff well-trained, efficient, enthusiastic, and eager to develop the possibilities that lie before them. And as the swift silent years that all things change bring me at the close of this academic session to the end of a teaching career of thirty-seven years at this College and a connection of more than thirty years with this Library, I leave with a **Nunc Dimittis**, "Now lettest Thou Thy servant depart in peace," on my lips, for I foresee a great, a useful, and a happy future for the College and its Library.

Several years ago I was vividly reminded of what it means to a community to have no library by a letter from Mexico that was sent me from the Governor's office for translation. A schoolmaster in a town in the mountains of Mexico was writing to ask his North American

neighbors for gifts of books (I think that he really meant gifts of money), to provide something worthwhile for his people to read. He told of the campaign to abolish illiteracy that had been waged with enthusiasm in Mexico in the regime of the humanitarian President Lazaro Cardenas. "And now," he wrote, "we have taught our people to read and we have no books and no libraries with which to feed their hunger." Then in sonorous Castilian and in figures of speech of tropical luxuriance, he told what a library would mean to his community. "But we have taught our people to read and we have no books to give them," he repeated.

Mississippi is reputed to be the poorest of the states, both in per capita annual income and in per capita wealth, but our poverty is only comparative and relative. We are not the poorest, but only the least rich. Even here, far from the great metropolitan centers, we have fine opportunities for education and culture. This city now has what is becoming an excellent municipal library system, and here on this campus we have this new building, so delightful and well-planned that it seems almost perfectly adapted to its purpose. This wealth and this privilege, of course, lay a burden of responsibility and obligation upon the entire College community. We are all called upon to make the best possible use of these advantages: the faculty and the library staff to direct and encourage and inspire; the students to respond and use the Library with enthusiasm. All are very happy to have this new Library and very grateful to those who have made it possible and have planned it and have built it.

As a concluding sentence I can think of nothing more appropriate than the quaint old Scotch grace before meat:

"Some hae meat an' canna eat,
An' some wad eat that want it,
But we hae meat an' we can eat,
So let the Lord be thankit."